



## Children and Young People Select Committee

### **Report title: Standards Report Primary and Secondary schools**

**Date:** 16 March 2022

**Key decision:** No.

**Class:** Part 1

**Ward(s) affected:** All

**Contributors:** Angela Scattergood, Director of Education

### **Outline and recommendations**

This report sets out the final and validated 2021 results for Lewisham schools. The level of detail is less than we would have had before the Covid 19 pandemic and the impact this has had on learning and the assessment of pupils. It offers a headline analysis and outlines the action being taken to address the issues highlighted in the report. The report aims to give the Committee an understanding of achievement in Lewisham schools and forms a basis of information to underpin borough-wide action to improve achievement, especially of underperforming groups.

#### **1. Recommendations**

1.1 The committee is recommended to comment on and note the report.

#### **2. Policy Context**

2.1 Lewisham's 2018-2022 Corporate Strategy sets out the Council's ambitions making a difference and changing lives for Lewisham residents. For Lewisham's children and young people this is about giving them the best start in life and ensuring that 'every child has access to an outstanding and inspiring education and is given the support they need to keep them safe, well and able to achieve their full potential'. The Children and Young People's Plan recognises that improving educational outcomes also encompasses improving attendance and engagement in school at all levels as well as raising achievement and progress for all our children at key stages and closing the gaps between under-achieving groups at primary and secondary school.

### **3. Background**

3.1 Every year officers report to the CYP Select Committee on School outcomes at all key stages. The data in this report is from a range of sources as outlined in Appendix 1(i). It is used across the education system to identify and address underachievement as part of a self-improving school system. It helps shape our strategic plans and work around Special Education Needs and Disabilities (SEND), reducing exclusions, post 16 participation, parent engagement and wider children's services plans. The areas reported on are reduced this year, compared to previous years, as a result of the pandemic and national decisions about publishing school data.

3.2 A detailed report, provided by the Director of Lewisham Learning, is attached as Appendix 1.

### **4 Standards Report Primary and Secondary Schools**

4.1 The aim of this report is to provide a summary of achievement data for Lewisham across school phases, highlighting areas where Lewisham's performance is noticeably different from statistical neighbours, London and national averages.

4.2 The data available this year is significantly less than in previous years. The DfE has published limited national and LA level performance data for KS4 and KS5 only. There is no performance data available for EYFS, KS1 or KS2 and no published performance data about individual schools, sixth forms or colleges at any phase.

4.3 The report focuses on Ofsted ratings for all schools and secondary school outcomes, which includes attainment, and pupil destinations data. The KS4 and 5 analysis highlights differences in performance between pupil groups, including gender, disadvantaged, SEND, EAL and ethnic groups.

4.4 The analysis of KS4 and KS5 attainment focusses on the continued impact of teacher assessed grades (TAGs) in 2021. This includes comparing changes from 2019 to 2020 and from 2020 to 2021. There is also a particular focus on different pupil groups to understand the impact of TAGs on certain groups of pupils.

#### **4.5 Ofsted judgements**

89.6% of schools in Lewisham are 'Good' or 'Outstanding'. This compares well to National (86.6%) but is below London (93%). No schools are inadequate compared to 3.3% in England.

#### **4.6 Primary Phase Ofsted judgements**

95.2% of primary schools in Lewisham are 'Good' or 'Outstanding'. This compares well to London (94.3%) and is 6.9 percentage points above the national average. No primary schools are inadequate.

#### **4.7 Secondary Phase Ofsted Outcomes**

64.3% of secondary schools in Lewisham are 'Good' or 'Outstanding', which is below the National and London averages. No secondary schools are judged to be inadequate compared to 3.3% in London and 6.6% in England. 4 secondary schools require improvement.

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## 4.8 KS4 Attainment

**Attainment** – Lewisham’s increases in attainment matched the increases that were seen across England and therefore Lewisham remains below England, London and statistical neighbour scores for attainment.

**Gender** – Lewisham’s Attainment 8 gender gap widened in 2021 but the gap narrowed in EBacc entries, with a 4% point increase in male pupils entering the EBacc.

**Disadvantage** – Lewisham’s Attainment 8 disadvantage gap widened in 2021 but remained smaller than the gap seen across England. While disadvantaged pupils perform better in Lewisham than the England average, they still lag behind other London boroughs.

**SEND** – Pupils with an EHCP saw an improvement in attainment from 2020 to 2021, while outcomes worsened for pupils with SEN Support.

**Ethnicity** – Asian pupils in Lewisham saw the greatest increase in their Attainment 8 scores of any ethnic group, while pupils from a Mixed ethnic background were the only ethnic group to see a fall in attainment.

## 4.9 KS5 Attainment

**Attainment** – While Lewisham saw an increase in the average point score for academic entries, it remains below London, England and statistical neighbour averages. Lewisham continued to have a relative strength in vocational qualifications, ranking in the top ten London local authorities.

**Level 2 and 3 by age 19** – In 2021, Lewisham had higher percentages of students qualified to both Level 2 and Level 3 by age 19 than the averages across England. However, this is not the case for achievement of Level 2 including English and maths by age 19, where Lewisham is in the bottom quartile of England’s local authorities.

**Pupil Destinations** - Destinations following KS4 and KS5 – The overall percentage of students in Lewisham who remain in education, employment or training after KS4 is slightly lower than the England average. However, this is not the case for pupils who are disadvantaged or receive SEN Support, who are more likely to be in education, employment or training compared to their peers across England. As is the case across London, Lewisham pupils continue to follow **academic pathways** (school sixth forms/higher education) at much higher rates than the England average and go on to further education or apprenticeships at lower rates.

## 5 Key issues requiring rapid improvement across all phases in 2021-22

- Bring about rapid improvement in the schools judged as requiring improvement.
- Narrow the achievement gap for Black Caribbean pupils.
- Narrow the achievement gap for disadvantaged pupils.

**5.1 Specific Primary Issues-** Raise attainment in phonics at Key Stage 1 and reading at Key Stage 2.

**5.2 Specific Secondary Issues-** Continue to improve attainment overall for all students.

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### **5.3 The LA in partnership with Lewisham Learning will:**

- Continue to work with the LA, schools, partners and key stakeholders, including parents and young people, to develop and implement Lewisham's education strategy.
- Continue to support and challenge individual schools, governors, senior leaders, middle leaders and teacher networks to bring about improved outcomes.
- Continue to develop the Lewisham Learning School Improvement Framework to provide more rigorous monitoring and hold school leaders and providers to account.
- Continue to develop the Lewisham Learning partnership to ensure it builds capacity and uses it effectively through a school led approach to school improvement.
- Develop and pilot a robust approach to peer review in primary and secondary schools to improve the accuracy and validity of school self-evaluation.
- Prioritise work to address the key issues identified above.
- Evaluate the impact of specific practice and interventions in our schools to capitalise on success and ensure the best use of resource.

## **6. Financial Implications**

6.1 Lewisham Learning provides the school improvement service for Lewisham Schools. It receives funding from the Monitoring and Brokering Grant provided by the DfE. This is a formula driven grant and was estimated to be circa £300k for 2022/23. However the DfE has confirmed that the grant will cease from 2023/24 with a 50% reduction actioned in 2022/23. Schools forum has agreed to increase de-delegation by £5.25 per pupil in 2022-2023 to meet the shortfall for one year while a longer term strategy is developed. Reducing or removing the funding to support school improvement would significantly increase the risk of schools underperforming and outcomes declining.

## **6 Legal implications**

7.1 Section 13A of the Education Act 1996 requires that local authorities must ensure that their relevant education and training functions are exercised by the authority with a view to promoting high standards, ensuring fair access to opportunity for education and training and promoting the fulfilment of learning potential by persons under the age of 20 and in relation to persons aged 20 or over for whom an Education Care and Health Plan is maintained.”

## **7 Equalities implications**

8.1 Both maintained schools, academies and the council must, in the exercise of their functions, have due regard to the need to eliminate discrimination, harassment and victimisation, and to advance equality of opportunity, and foster good relations, between those who share a relevant protected characteristic and those who do not share it (section 149 Equality Act 2010). They have a duty to have due regard to the need to remove or minimise disadvantages, take steps to meet needs, and encourage people to participate in public life. Schools and the council must have due regard to the need to tackle prejudice and promote understanding. This report does not include any recommendations that will have any adverse impact on equality groups. In analysing the data, consideration has been given to gaining an understanding of the inequality issues for specific groups of children and young people, by gender, ethnicity, first language, special educational needs and disabilities. By the actions described in this report schools and the council are working to improve the attainment and progress of all groups of pupils, including BAME and disadvantaged groups, where there is underachievement. In particular there is significant development work underway across all Lewishams schools to improve outcomes for pupils

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with Black Caribbean heritage and tackle race inequality. This work was reported to CYP Select Committee at the meeting held on 26 January 2022.

## **8 Climate change and environmental implications**

9.1 There are no environmental implications.

## **9 Crime and disorder implications**

10.1 There are no specific crime and disorder implications.

## **10 Health and wellbeing implications**

11.1 There are no specific health and implications.

## **11 Background papers**

12.1 Lewisham Learning Report on pupil achievement in Lewisham.

## **12 Glossary**

<b>Term</b>	<b>Definition</b>
SEND	Special Education Needs and Disabilities
GLD	Good Level of Development
EYFS	Early Years Foundation Stage
KS1, KS2, KS4 and KS5	Key Stage 1, Key Stage 2, Key Stage 4 and Key Stage 5
EHCP	Education health care plan
EAL	English as an additional language
GCSE	General Certificate of Secondary Education
APS	Average Point Score
TAGs	Teacher Assessed Grades

## **13 Report author**

14.1 Angela Scattergood, Director of Education

## **14 Appendices**

15.1 Appendix 1

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